




Developmental Continuum from Birth to Age 3 1/2:

<i>Age Range</i>	<i>Attachment Trust/Security</i>	<i>Exploration Autonomy/Independence</i>	<i>Self-Awareness Identity/Self-Esteem</i>
Infant (birth to 15 months) 	<ul style="list-style-type: none"> ■ Newborns recognize human language and prefer their own mother's voice ■ Prefer human faces ■ Early social interaction is a smile and mutual gazing ■ Crawls away but checks back visually, calls, and gestures to ensure adult contact ■ Stretches arms to be taken ■ Prefers familiar adults ■ Acts anxious around strangers ■ Uses a blanket or stuffed toy for security and reassurance 	<ul style="list-style-type: none"> ■ Brings thumb or hand to mouth ■ Tracks mother's voice ■ Observes own hands ■ Babbles using all types of sounds ■ Uses a few words mixed with babbling to form sentences ■ Tries to keep a knee ride going by bouncing to get the adult started again ■ Shows strong feelings (anger, anxiety, affection) 	<ul style="list-style-type: none"> ■ Goes from accidentally sucking own hands to carefully watching them ■ Tries to make things happen ■ Hits or kicks things to make a pleasing sight or sound continue ■ Talks to self when alone ■ Prefers to be held by familiar people ■ Imitates adult behaviors ■ Knows own name ■ Understand simple directions

Social and Emotional Indicators*

* This list is a sampling of developmental indicators and is not intended to include all behaviors associated with early development. For infants, there is considerable overlap among areas of growth. The term mother is used to represent the primary attachment figure.

Developmental Continuum from Birth to Age 3 1/2: Social and Emotional Indicators (Continued)

<i>Age Range</i>	<i>Attachment Trust/Security</i>	<i>Exploration Autonomy/Independence</i>	<i>Self-Awareness Identity/Self-Esteem</i>
Toddler (12 months to 2 ^{1/2} years) 	<ul style="list-style-type: none"> ■ Relates to others by exploring things with them ■ Pulls up, stands holding furniture, then walks alone ■ Goes through a phase of clinging to primary caregiver ■ Experiences periods of intense feelings when separating or reuniting with a parent ■ Sees others as a barrier to immediate gratification 	<ul style="list-style-type: none"> ■ Keeps looking for a toy that is hidden from view ■ Understands many more words than can say ■ Has wide mood swings -- for example, from stubborn to cooperative ■ Wants to do things by self 	<ul style="list-style-type: none"> ■ Knows can make things happen but is not sure of responsibility actions ■ Becomes bossy ■ Uses the words <i>Me</i>, <i>You</i>, and <i>I</i> ■ Says "No" to adults ■ Explores everything ■ Is sensitive to others' judging behavior
Preschool (2 ^{1/2} to 3 ^{1/2} years) 	<ul style="list-style-type: none"> ■ Is capable of dramatic play ■ Has better control over all aspects of self ■ Needs to practice ■ Needs adult coaching to get along well with others ■ Shows feelings with words and in symbolic play ■ Is more aware that others have feelings ■ Can plan ahead 	<ul style="list-style-type: none"> ■ Uses names of self and others ■ Can tell others about what happened that day <ul style="list-style-type: none"> ■ Has much larger vocabulary to express ideas ■ Shows concern for others ■ Classifies, labels, and sorts objects and experiences into groups 	<ul style="list-style-type: none"> ■ Is capable of self-evaluation (for example, good, bad, pretty, ugly) ■ Tries to control self (for example, emotions and toileting) ■ Is learning to take turns in conversations ■ Knows a lot about communicating in the style of own culture ■ Can play well with others if the setting is right

Adapted with permission from J. Ronald Lally, Abbey Griffin, et al., *Caring for Infants and Toddlers in Groups: Developmentally Appropriate Practice* (Washington, DC: ZERO TO THREE/The National Center, 1995), pp. 78-79.